



CERTIFICATE

No. F1/93/J.3/VIII/2023

Awarded to
Poppy Laksita Rini

as a presenter

at the 4th International Conference on Education, Leadership, and Innovation 2023 "Education for Sustainable Development: Challenges and Opportunities For The Global Community". Host by Master's Degree in Educational Management Study Program, Universitas Ahmad Dahlan

August 26, 2023 in Yogyakarta



Dean of
Faculty of Teacher Training And Education

Muhammad Sayuti, M.Pd., M.Ed., Ph.D.

NIPM : 19710317 201601 111 0763796

Conference Chair
4th ICELI 2023



Dr. Enung Hasanah, M.Pd.I.

NIPM : 19750810 201908 011 1203216





EVENT BOOK

4th ICELI 2023

4th International Conference on Education,
Leadership, and Innovation 2023



EVENT BOOK iceliUAD

since 2019

4th International Conference on Education, Leadership, and Innovation 2023

Yogyakarta, August 26, 2023

Organized by:

Master's Degree in Educational Management Study Program,
Faculty of Teacher Training and Education, Universitas Ahmad Dahlan

Editor:

Dr. Suyatno, M.Pd.I

Dr. Enung Hasanah, M.Pd.

Dr. Dian Hidayati, M.M.

Dr. Achadi Budi Santosa, M.Pd.

Layout and Cover Design:

Wahid Ibnu Abdurrahman

Shofia Noor WR, M.Pd.

Co-Host



4th ICELI 2023

"Education for Sustainable Development: Challenges and Opportunities For The Global Community"

Bismillahirrahmanirrahiim, we are very grateful to Allah Ta'ala for His permission can be held "4th International Conference on Education, Leadership, and Innovation (4th ICELI 2023)". This international conference presented by DMaster's Degree in Educational Management Study Program, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan. The 4th ICELI 2023 is an international refereed conference dedicated to the field of education. The 4th ICELI 2023 invites academicians, professionals, and independent researchers in various educational fields to present their research abstract and papers relevant to the theme of this conference.

At 4th ICELI 2023, the main theme is "Education for Sustainable Development: Challenges and Opportunities For The Global Community." the importance of discussion for new paradigm in education. The main speakers of this international conference are:

1. Muhammad Sayuti, Ph.D. (Universitas Ahmad Dahlan, Indonesia)
2. Assoc. Prof. Dr. Zainudin bin Hassan (Universiti Teknologi Malaysia, Malaysia)
3. Prof. Saito Masumi (Yamanashi Gakuin University, Japan)
4. Prof. Higashi Hidetada (Yamanashi Gakuin University, Japan)
5. Dr. Donnie Adams (University of Malaya, Malaysia)
6. Dr. Chun-Yen Chang (National Taiwan Normal University, Taiwan)

We thank you for support to all speakers, co-host, presenters, participants, and all committee who have attended, sent, presented papers, and organize in this international seminar, also the reviewer team, the lecturers, and all parties who have supported the implementation of this agenda so that it runs smoothly. This conference book is expected to provide benefits and inspiration for the readers.

Dr. Enung Hasanah, M.Pd.
Conference Chair 4th ICELI 2023

Committee

STEERING COMMITTEE

Prof. Dr. Hamdan Said (Universiti Teknologi Malaysia Malaysia)
Prof. Dr. Dwi Sulisworo, M.T. (Universitas Ahmad Dahlan, Indonesia)
Dr. Rully Charitas Indra Prahmana, M.Pd. (Universitas Ahmad Dahlan, Indonesia)
Prof. Saito Masumi (Yamanshi Gakuin University, Japan)
Dr. Ridzwan Che Rus (Universiti Pendidikan Sultan Idris, Malaysia)
Miski Aghnia Khairinisa, PhD., Apt (Gunma University, Japan),
Umar Hanif Ramadhani, PhD (cand) (Uppsala University, Swedia)
Dr. Suyatno, M.Pd.I. (Universitas Ahmad Dahlan, Indonesia)

CONFERENCE CHAIR

Dr. Enung Hasanah, M.Pd.

Secretary

Dr. Achadi Budi Santosa
Wahid Ibnu A

Treasurer

Risty Kurniasih

Technical Program

Dr. Dian Hidayati, MM.

Facilities and Local Arrangement

Dr. Muhammad Zuhaery, MA.
Dr. Sukirman, M.Pd.

Organizing Committee

Dr. Enung Hasanah, M.Pd.
Dr. Dian Hidayati, MM.
Dr. Muhammad Zuhaery, MA.
Dr. Achadi Budi Santosa, M.Pd.
Dr. Sukirman, M.Pd.
Risty Kurniasih
Wahid Ibnu A
Student Assosiation Master Degree of Educational Management UAD

Conference Schedule

Time	Agenda	PIC
07.00 - 08.00	Registration	Committee
08.00	Opening	MC
08.00-08.30	Reciting Al-Qur'an · Sing Indonesia National Anthem Indonesia Raya · Sing Sang Surya	
08.30 - 08.40	Welcoming Speech by the Head of the Department of Education Management	Dr. Enung Hasanah, M.Pd.
08.40 – 08.50	Welcome Speech by the Rector of Universitas Ahmad Dahlan	Dr. Muchlas, M.T.
08.50 – 09.00	Prayer	Dr. Sukirman, M.Pd
09. 00 – 09.30	Keynote Speaker: Education for Sustainable Development: Challenges and Opportunities For The Global Community	Muhammad Sayuti, Ph.D (Universitas Ahmad Dahlan)
	Plenary Session	
09.30 – 10.10	Session 1 Presentation and Discussions Role of Educational Leadership for Achieving Sustainable Global Community	Dr. H. Zainudin bin H. Hasan (Universiti Teknologi Malaysia)
10.10 – 10.40	Session 2 Presentation and Discussions Higher Education Internationalization to Build a Sustainable Global Community	·Prof. Saito Masumi Prof. Higashi Hidetada (Yamanashi Gakuin University, Japan)
10.40 – 11.20	Session 3 Presentation and Discussions Mentoring Educational Leaders of Tomorrow to Built a Sustainable Global Community	Dr. Donnie Adams (University of Malaya, Malaysia)
11.20 – 12.00	Session 4 Presentation and Discussions Innovation of Learning, Media & Technology to Build a Sustainable Global Community	Dr. Chun-Yen Chang (National Taiwan Normal University, Taiwan)
12.00	Closing of Plenary Session	MC
12.00 – 13.00	Break + Prayer	Committee
13.00 – 15.00	Parallel Session	Moderator
15.00	Closing of Parallel Session	Moderator

4th ICELI 2023.

Table of Contents

i	Event Book
ii	Preface
iii	Committee
iv	Conference Schedule
v	Table of Content
1	Abstract Speaker
6	Parallel Sessions
13	Abstract

Abstract
Speaker 4th ICELI 2023

No	Name	Title
1	Muhammad Sayuti, Ph.D.	Education for Sustainable Development: Challenges and Opportunities for The Global Community
2	Assoc. Prof. Dr. Zainudin bin Hassan	Reflection on Service-Learning Among Universiti Teknologi Malaysia Students
3	Prof. Saito Masumi	Internationalizing Yamanashi Gakuin University: Current Status and Future Possibilities
4	Prof. Higashi Hidetada	
5	Dr. Chun-Yen Chang	Innovation of Learning, Media, and Technology towards Building a Sustainable Global Community
6	Dr. Donnie Adams	Mentoring Educational Leaders of Tomorrow to Build a Sustainable Global Community

Reflection on Service-Learning Among Universiti Teknologi Malaysia Students

Zainudin Hassan^{1*}, Jayanthi Marrimuthu², Tan Meng Lee Vincent³, Latha Haridass⁴ and Wan Asri Wan Mat⁵

^{1,2,3,4,5} Universiti Teknologi Malaysia, Skudai, Malaysia

The purpose of service learning is to connect theory and practice in a way that gives students a prospect to both take part in a service activity that meets community needs, as well as reflect on the experience in class to enhance their civic engagement and deepen their understanding of course content. A successful service-learning program requires reflective practice. The School of Education at Universiti Teknologi Malaysia (UTM), Malaysia has been conducting service-learning for many years. Although there is no proper guideline for the students to reflect on their service-learning experiences, students are still expected to do so. The objective in this study are describing service-learning experience. This research study applies case study research method among students' reflective experiences in service-learning at School of Education in UTM. Data collection was done using qualitative research methodology involving semi structured interviews with UTM postgraduates. Triangulation method used to validate the data and continued with thematic analysis to identify the themes. The findings for every research question have been plotted in diagram. Based on the themes from the findings, a template was proposed for improving service-learning reflection for the students from UTM.

Internationalizing Yamanashi Gakuin University: Current Status and Future Possibilities

Masumi Saito

Yamanashi Gakuin University
Global Learning Center

This presentation will focus on both the current status of internationalization and the further opportunities for internationalization at Yamanashi Gakuin University. This university is a medium-sized private regional university located to the west of Tokyo in the outer Kanto Area. Since the 2010s this university has been promoting internationalization at an unmatched pace. The purpose of our program is to establish a common understanding of internationalization at our own and other universities in the same region. Through inter-relationships with these, we aim to increase the global learning opportunities for the respective faculties and students both between and within the corresponding institutions.

Specifically, the body of this presentation has been structured as three distinct sections, each dealing with the main features of internationalization at Yamanashi Gakuin University. These are first, the policy making process of the university in relation to internationalization; second, the implementing of policy into curricular and educational delivery through the Global Learning Center - of which this presenter is the director - ; third, the actual educational experience of the students. Additionally, there is a report on the results of The Global Expert Certification after its first year of application at Yamanashi Gakuin University. This certification presents the latest challenge for the Global Learning Center in analyzing its results not only to ascertain the current status of the students with regard to the internationalization of the university but also to explore further comprehensive possibilities for such.

Innovation of Learning, Media, and Technology towards Building a Sustainable Global Community

Chun-Yen Chang

National Taiwan Normal University

In this keynote, we delve into fundamental advances for online learning and the need for balance in the present AI-driven era. We present the latest developmental work of CloudClassRoom (CCR, <https://ccr.tw>), balancing the landscape of online education, teacher-student interaction, and learning. In the wake of the COVID-19 pandemic, online learning has transitioned from a contingency measure to a dominant learning approach that persists beyond the pandemic's endemic into a new AI (artificial intelligence) driven phase.

At its core, CCR empowers educators, learners, and AI-driven technology to engage in dynamic question-and-answer interactions through readily accessible mobile devices like laptops, smartphones, and tablets. Leveraging the capacity of mobile devices, CCR supports text and multimedia responses. Operating on HTML 5.0, CCR circumvents the need for software downloads, plug-ins, or installations, ensuring compatibility across all Internet-capable devices. Moreover, CCR gives the teacher a real-time picture of student learning progress and AI informational support. Thus, every student in this online learning environment can express their thoughts instantly and anonymously, utilizing AI technology as a tool balanced by peer and teacher supervision.

A gaming feature was developed and incorporated into CCR, increasing student participation and interest levels. Integrating a gamification element elevates student involvement and interest, fostering a more interactive and enjoyable online learning experience that kindles enhanced motivation for learning. CCR also incorporates social communication tools, including emojis and private messages, alongside AI (artificial intelligence)-driven technology. The features mentioned enrich interactions between educators and learners, amplifying engagement and interactivity between educators, students, and AI in online learning rather than over-dependence on AI education.

As we navigate the new norms of education, such as AI chatbots, CCR teacher-student engagement emerges as a critical catalyst and counterbalance to AI in learning, propelling us toward a sustainable and interconnected global community. I will share our vision, outlining the pivotal role of teacher-student-directed CCR, bridging online technology, such as AI, balanced alongside pedagogical needs towards sustaining our real and present global community.

Mentoring Educational Leaders of Tomorrow to Build a Sustainable Global Community

Donnie Adams

Chair, Centre for Research in International and Comparative Education (CRICE),
University of Malaya, Malaysia

Mentoring is an integral component of leadership development, yet its application within the context of student leadership is still emerging and warrants a comprehensive investigation. This presentation explores college directors' mentorship, as a form of faculty mentoring, with a specific focus on fostering students' leadership growth in the Malaysian landscape. Employing a qualitative research design, the study utilized semi-structured interviews to gather data from four college directors. Data were analyzed and coded using ATLAS.ti 23.

The findings provide new insights into the multifaceted roles that college directors, as transformational leaders, assume in nurturing students' leadership potential. The presentation underscores the pivotal role of these directors in acting as mentors, employing strategies such as role-modeling, to facilitate the accumulation of leadership-related knowledge and skills within students. Moreover, this study centered on the role of college directors functioning as transformational leaders, mentoring with authority, vision, and role-modeling, for student leaders' leadership development.

By shedding light on the relationship between college directors' mentorship and student leadership development, this study offers empirical evidence about the significance of college directors' mentorship in enhancing student leadership within the Malaysian context. This presentation invites attendees to explore the dynamics of mentorship in higher education leadership, offering a fresh perspective on the instrumental role of college directors in shaping the next generation of leaders.

PARALLEL SESSION

Room 1

Place : Sahid Jaya Hotel

Time : 1 – 3 pm

No	Name	Title
1	Agus Sopyan	The Effect of Emis Policy Implementation on the Motivation and Performance of Islamic Boarding School Operators
2	Asman Jaya	Innovation and Collaboration in the Modern Era: Building Family Strength in Human Resources Management Within Family Businesses
3	Asrina M. Saman	School Committee Supporting Agency Model in Supporting Education Financing
4	Suherman	The Leadership System of School Principals in Public Schools and Schools Based on the Buddhist
5	Erlita Ayu Nofridasari	Classroom Management Model For Early Childhood Sexuality Education
6	Hary Kuswantara	The Effectiveness of STAD And GI in Terms of Problem Solving Ability Combination, Collaboration, And Motivation
7	Herlina Febriyani	Exploring Teacher Experiences in Optimizing the Individual Potential of Inclusive Students in Elementary School
8	Nur Chanifah	Quranic Leadership: The Effort To Realize the Integrity of Leaders in Preventing Corruption
9	Saudin Saudin, Sri Dewiyanti, Sri Nur Yuliyawati, Lina Meilinda	Bahasa Indonesia Collocations: A Contrastive Analysis With English Collocations

Room 2

Place : Sahid Jaya Hotel

Time : 1 – 3 pm

No	Name	Title
1	Adhe Budhi Salira	Implementation of Augmented Reality (AR) Media Through the Metaverse Approach in Learning Social Sctudies in Junior High School
2	Ahmad Farihin	The Role of Pondok Pesantren Ulumul Quran Subang Environment in The Development of Santri's Emotional Intelligence
3	Andriyani	Development Using Microsoft Terms Oriented Mathematical Communication Skills
4	Haringun Nur Adha	Human Values In Education-Based Ismuba Rahmatan Lil Alamin
5	Indrayani	Smart Library Utilization Strategy to Enhance Teachers' Reading Interest in Bandung Elementary Schools
6	Mohammad Luthfi Imama	The Management of Content on Instagram of Privat Universities' Faculty of Education in Yogyakarta
7	Oktiani Mersiliana Masturoh	Development of a Numeracy Literacy Assesment Instrument with Media Desmos on Rank Number Material
8	Pahendra	Implementation of Google Forms Application on Student Effectiveness in Executing Tasks with Project-Based Learning
9	Poppy Laksita Rini	ELS Method in Entrepreneurship Learning Development : A Systematic Literature Review
10	Sophia Tri Satyawati	Evaluation of the Effectiveness of E-Training in Writing "Best Practice" Scientific Papers Using the Kirkpatrick Model
11	Triska Candra Sari	The Existence Of Women In Islam: A Study of the Film Nyai Ahmad Dahlan
12	Yudhi Kurnia	School Energy Management in Efforts to Improve the Quality of Facilities and Infrastructure in Junior High Schools

Room 3

Place : Sahid Jaya Hotel

Time : 1 – 3 pm

No	Name	Title
1	Aldo Setiawan	Development of Learning Content in the Teachmint Platform on Simplifying Problem Solving Oriented Algebraic Form for Grade VIII Students of Middle School
2	Burhanudin Arif Nurnugroho	Analysis of Students' Difficulties and Understanding of Integer Material through Diagnostic Tests Assisted by Desmos
3	Dede Dwi Aprilia	Algebra Learning at LMS Educate to improve Problem-Solving
4	Handika Yuda Saputra	The Role of Principal Leadership in Developing Resilience Levels At School: An Ethnographic Study On Private High Schools
5	Isniatun Munawaroh	The Effectiveness of Digital Competence Training Program For Elementary School Teacher in Conceptual, Procedural and Attitude Of Use
6	Ririk	Perceptions of Bajo Tribe Parents on Children's Education: An Innovative Study
7	Sugiarto	The Effect of Service Quality and Satisfaction on the Loyalty of Parents of Students at the Buddhist Religious School
8	Tutik Shahidayanti, Nur IKa Pujiastuti	Implementation of PBL and DL Learning Models on Critical Thinking Ability, Student Character, and Motivation
9	Yoma Mochamad Mansur	Implementation of the Independent Curriculum in Realizing the Profile of Pancasila Students at SMP Muhammadiyah Bandung

Room 4

Place : Sahid Jaya Hotel

Time : 1 – 3 pm

No	Name	Title
1	Anggraini Jamilatun	The Development of Independent Learning Curriculum in Ismuba Subject in Unggulan Aisyiah Elementary School
2	Arfin	Optimizing Early Childhood Reading Abilities: Perceptions of Private Reading Needs Demands
3	Connie	Implementation of Hybrid Learning in Higher Education Post
4	Dr. Kabri	The Analysis of The Use of Blended Learning and Project Based Learning Based on Mindfulness Teaching For Students' Learning: Case Study (Smaratungga Buddhist College)
5	Inayah Tarmidzi	Fostering Harmony: Nurturing Peace Through Effective Management of Bullying Behavior Via Education Programs
6	Ira Melisa	Evaluation of Guidance and Counseling Program During The Covid-19 Pandemic Using The Kirkpatrick Model
7	Ishak Bagea	Empowering Education: Unveiling the Transformative Potential of Pedagogical Competence for Educators and Learners
8	Kasmawati	Islamic Education Transformation: Building Excellent Character Through an Integrated Curriculum in Islamic Elementary Schools
9	M Ikhsan Al Ghazi	Inspiring Sustainable Development through Adiwiyata Schools: Empowering Indonesian Youth to Care for the Envi-ronment
10	Purwanti	Evaluation of Guidance and Counseling Programs in Junior High Schools During the Pandemic Using the Cse-Ucla Evaluation Model
11	Rastya Mutiarani Zahra	Developing an online learning module to aid in student learning and results
12	Ristiyati, Ika Maryani	Differentiated Instruction in Indonesian private kindergartens: Challenges in implementing of independent curriculum
13	Wulan Ndari	Post-Pandemic Learning Policy Adaptation in Elementary Schools in Yogyakarta

Room 5

Place : Sahid Jaya Hotel

Time : 1 – 3 pm

No	Name	Title
1	Asti Putri Kartiwi	Women Principal Leadership in Developing the Elementary School Environment
2	Budiyanto, Kabri, Partono, Supartono, Julia Surya	Undergraduate Students' Preferences, Challenges And Strategies in Reading Journal Articles to Enhance Their Literacy Skills In Adopting MBKM Curriculum In English Education Department of Wiralodra University-Indramayu: Casse Study
3	Dinna Amalia	Embracing the Digital Era: Unveiling Potential Through the Independent Learning Curriculum in Vocational High School Education
4	Ilma Destriani	Curriculum Management in Integrating Science and Religion in Junior High Schools
5	Juhadira	Community-Based Human Resource Management in Quality Early Childhood Education
6	Manap Somantri	The Effectiveness of Action Plans in the Education And Training of the School Principle Candidates
7	Muhammad Kristiawan	Work Based Education as an Educational Transformation
8	Nasir	Usiness Motives Vs. Educational Services: A Preliminary Study of Early Childhood Education Needs in Kendari City
9	Rasid	Leadership Management in Coordinating Educational Unit Management
10	Rima Suryadi	Implementation of Independent Curriculum (Kurikulum Merdeka) to Realize Independent School In Elementary School
11	Sumarsih	Evaluation of Principals' Performance in Improving the Quality of Graduates of State Vocational High Schools in
12	Yullyatty Bian	Inclusive Education Management in Early Childhood Education Institutions

Room 6

Place : Zoom Meeting Room I

Time : 1 – 3 pm

No	Name	Title
1	Albertus Noegroho	Implementation of Serviam Character Education at SMA Santa Theresia Jakarta
2	Samuel Ben Gurion	Teacher Readiness in Implementing Kurikulum Merdeka in Schools
3	Rambat Nur Sasongko	Developing Model of Learning Model Based Independence Learning to Improve the Ability of Innovation in Students
4	Maria Fransisca Andanti	Integrating Cultural Values Into Buddhist Sunday School Learning System
5	Yuliana	Thinking Skills Learning at Pesantren
6	Shahibah Yuliani	Contextual Learning in Merdeka Curriculum at Jakarta Coastal Schools to Develop Environmental Awareness
7	Dameria Sinaga	Implementation of Information and Comuncation Technology (ICT) into UKI Learning During the Covid-19 Period
8	Khie Khiong	The Distance Learning Policy in Indonesia: A Comprehensive Analysis
9	Enok Maryani, Dina Siti Logayah	The Potential of a Tourism Village As A Source Of Learning (A Case Study In Ciburial Village, North Bandung Region, As A Conservation Area And Urban Sprawl
10	Rofingah	The Existence of Muhammadiyah's Islamic Education in Facing Generation Alpha and the Era Society 5.0
11	Muallimah	The Concept of Child Education in the Qur'an: A Study of Ibn Kathir's and Hamka's Perspectives on Surah Luqman, Verses 13-19

Room 7

Place : Zoom Meeting Room I

Time : 1 – 3 pm

No	Name	Title
1	Bernadetha Nadeak, Halim Wiryadinata	The Labyrinth of the Iron Cage of Educational Capitalism: The Reflection of Siri Na Pacce in Strengthening Educational Leadership
2	Bintang R. Simbolon	The Role of Education Administration in Management of Activities and Resources to Achieve Educational Objectives
3	Andrian Pratama	Effect of Organization Culture and Leadership Style for Lecturer Performance in Official Vocational College
4	Dedy Achmad Kurniady	Efficiency of Education Funds Management in Creating Investment in Human Capital
5	Ipong Dekawati, Rizki Satria Nugraha	The Influence of Teacher Professionalism and School Culture on Education Quality at Private Vocational High Schools In Indramayu
6	Wresni Pujiyati, Ipong Dekawati	Implementation of Quality Management And Teacher Discipline And Its Impact on the Quality of Elementary School Student Learning
7	I Gusti Putu Asto Buditjahjanto	The Influence of Student Stress Levels and Student's Mobile Technology Acceptance Levels on Student's Academic Performance
8	I Gusti Putu Asto Buditjahjanto	The Aspects of Critical Thinking Toward Students' Psychomotor Skill in Learning of Microprocessor And Microcontroller Programming Techniques
9	Ipong Dekawati, Nunik Yudaningsih, Euis Solehah	The Influence of Principal Managerial Skills and Teacher Performance on Learning Effectiveness in Network

Implementation of Serviam Character Education at SMA Santa Theresia Jakarta

Albertus Noegroho
Indonesian Christian University Jakarta

Character education is part of education that must be considered at this time in every educational institution. The formation of a strong character in students can help them face the challenges of changing times. Character education at Santa Theresia High School is carried out by cultivating characters that are in accordance with the vision, mission and foundation of Ursuline Education, namely Serviam. This research was conducted using a comparative learning reflection data method that was carried out in 2022 and in 2023. The purpose of this article is to provide an overview of the role of Ursuline schools in the process of Serviam Values Education for students through the learning process and various forms of activity. It is hoped that students will have an independent character and have Serviam-inspired values, and be able to answer the challenges of an increasingly advanced era.

Implementation of Serviam Character Education at SMA Santa Theresia Jakarta

Samuel Ben Gurion
Universitas Kristen Indonesia

The improvement of a nation is influenced by its education. The curriculum is a factor that greatly influences the development of education. Each development will contribute to change in the curriculum. The Indonesian state has experienced many curriculum changes from the beginning of its independence until today. But the existing changes are still considered unable to bring good results for the advancement of Indonesian education. Any curriculum changes will also affect teacher performance in the teaching and learning process. In the kurikulum merdeka which is currently implemented, teachers need to adjust teaching preparation, evaluation techniques and activities carried out in the learning process at school. Creating modules, differentiated learning, the Project to Strengthen Pancasila Student Profiles are some of them. This affects the readiness of teachers in carrying out the Independent Curriculum. Teachers need to re-adjust themselves to the existing curriculum and understand the principles of this curriculum. The research method used is descriptive qualitative research using literature reviews. The author will dig in literature that is related to the conditions of teacher readiness in implementeg the Kurikulum Merdeka. From the results of existing research, teachers need have to be able to apply Kurikulum Merdeka in their schools properly.

Learning Model Independent-Based Learning With School Research to Improve Student Innovation Ability

Rambat Nur Sasongko
University of Bengkulu

The purpose of this research is to develop a learning model based on independent learning with research in order to improve students' ability to innovate. The ability to innovate is very important for student life, because it can color creativity and independence for success in life in the future. This research uses research and development methods. The study subjects were students of the Education Administration study program, Faculty of Teacher Training and Education, University of Bengkulu. Data collection techniques with questionnaires measuring the ability to innovate. Data were analyzed quantitatively by calculating the average and different effectiveness tests. The results of the study show that independent learning-based learning models with free school research can have a positive impact on increasing students' ability to innovate. Students are able to increase their knowledge of creativity, independence, and skills to create something new. This research produces a novelty in the form of a learning model based on independent learning with free school research according to student interests.

Integrating Cultural Values Into Buddhist Sunday School Learning System

Maria Fransisca Andanti^{1*}, Sutikyanto², Sukisno³
^{1,2,3}STIAB Smaratungga

This paper draws upon the possibility of integrating cultural values into the Buddhist Sunday School (BSS) learning system in Indonesia. As the Curriculum of BSS had been issued in 2017, there has been a continuous challenge on the practice of BSS, as it is to set the learning system into a more structured and holistic one. However, there has been a sceptical response of the teachers in the field that it would only overlap the Buddhist formal education materials. Another concern lies in the limitation of teachers' skills in integrating cultural values into the learning. This paper suggests three things to establish a cultural-based religious learning in BSS, which are strengthening cultural content and values in the learning process, building a community-based learning, and involving parents.

Thinking Skills Learning at Pesantren

Yuliana¹, Riema Afriani Kusumadewi², Heri Gunawan³, and Siti Robiah Adawiyah⁴

^{1,2,4}STAI Darussalam Kunir, ³UIN Sunan Gunung Djati

The learning process in education today tends to be focused on developing a memory of the content of information. Few educational institutions still apply learning methods that can train students' thinking skills to find solutions to solving a problem or making a decision. This study aims to identify learning in building the thinking skills of students at Pondok Pesantren (PP) Darussalam Kunir Subang. This pesantren applies the Kuliyyatul Mu'allimin Al-Islamiyah (KMI) which combines a system of educational methodology and pesantren teaching (salaf/traditional) with modern education. The approach used in this study is qualitative with descriptive methods to identify, describe, and analyze information needs regarding learning in the pesantren. Data collection is done by interview, observation, and documentation. Data analysis includes data reduction, data presentation, and conclusions. The results showed that learning at PP Darussalam Kunir Subang in the form of turats deliberation activities could train students' thinking skills. This study concludes that efforts to build students' thinking skills in pesantren require a contextual learning process, increase literacy, and involve students actively in learning.

Contextual Learning in Merdeka Curriculum at Jakarta Coastal Schools to Develop Environmental Awareness

Shahibah Yuliani^{1*}, Enok Maryani², Siti Nurbayani³, Disman⁴
^{1,2,3,4}Universitas Pendidikan

Jakarta as a big city has a coastal area that have both potential and threats. Pollution problems, conflicts over the utilization of coastal areas, climate change, and biodiversity degradation are strategic issues for coastal areas. Education is needed in increasing environmental awareness. Social studies in the newest Indonesian Merdeka Curriculum made students analyse the relationship between geographical conditions and the community characteristics. However, there are still teachers who do not understand this curriculum. This article aims to explore teachers' understanding of Merdeka Curriculum, the learning application of ecopedagogics, and the use of coastal school environment as contextual learning. This research method is qualitative, with documentation studies, observations, and interviews. The research subjects were social studies teachers in North Jakarta coastal schools and Thousand Islands. These are the results (1) teachers' understanding of Merdeka Curriculum needs to be improved, especially in preparing teaching module administration and implementing contextual learning. It strengthened by the acquisition of an understanding score 78. (2) In developing students' environmental awareness, some teachers have used an ecopedagogic approach. 3) Teachers have used the environment as contextual learning, but not optimal, because most teachers are still focused on textbooks and have not developed coastal environment concentrated teaching materials.

Application of Information and Comuncation Technology (ICT) Ukilearning During the Covid-19 Period

Dameria Sinaga

Postgraduate Program at the Christian University of Indonesia

The purpose of this study is to facilitate learning during the COVID-19 period. We know that during the COVID-19 period all learning was carried out at home using daring learning. The study was conducted at the Christian University of Indonesia with a sample of 58 students who were randomly selected. And using the experimental method with a 2 x 2 factorial design. The findings of this study are to make students more active in learning. The results showed that learning through E-Learning can improve learning and competency-based curriculum especially UKI during the COVID-19 period.

The Distance Learning Policy in Indonesia: A Comprehensive Analysis

**Khie Khiong^{1*}, Ponijan², Yonalia Yulistiani³, Fisaka Prima Dianti⁴,
Prasetyowati⁵**

^{1,2,3,4,5}STIAB Smaratungga

Beginning in the middle of the 19th century, in nations like the United States, Germany, France, and England, distance learning has a long history. Since 2003, the law governing the national education system in Indonesia has regulated distance learning. Initially, it was implemented to address the limited capacity of universities to accommodate the growing number of high school graduates. The government allowed other universities to develop distance education programs to expand access to higher education. The Covid-19 pandemic further accelerated the adoption of distance learning, necessitating the utilization of digital and online media for remote instruction. The Indonesian government issued regulations and guidelines to ensure effective implementation of distance learning, both before and during the pandemic, covering various levels of education. This research provides an overview of the regulations and laws in effect before the pandemic and those implemented during the pandemic. The study utilizes a qualitative approach through a literature review, focusing on data from official sources such as the Ministry of Education and Culture.

The Potential of A Tourism Village as a Source of Learning (A Case Study in Ciburial Village, North Bandung Region, as a Conservation Area and Urban Sprawl)

Enok Maryani¹, Mamat Ruhimat², Dina Siti Logayah³

^{1,2,3}Universitas Pendidikan Indonesia

Ciburial is a tourist village in North Bandung which has experienced many changes in land use due to pressure from the residents of the city of Bandung, resulting in urban sprawl. On the other hand, northern Bandung, including especially Ciburial Village, is an area that must be preserved because it is a catchment area for rain and water absorption. The purpose of this research is how to use Ciburial Village as a learning resource to increase awareness of environmental preservation and support sustainable development, especially climate change. The method used is descriptive qualitative, through analysis of the geography subject of the high school curriculum and the potential of the village as a learning resource in accordance with the learning objectives. SWOT analysis is used to see potential and implementation strategies. Tourism villages, especially in the THR Djuanda area, have the potential to be developed as a source of learning on sustainable development material. Field study and the existence of digital learning media such as films are very important to support successful learning.

The Existence of Muhammadiyah's Islamic Education in Facing Generation Alpha and the Era Society 5.0

Rofingah^{1*}, Mhd. Lailan Arqam²
^{1,2}Ahmad Dahlan University

Generation Alpha and the era of society 5.0 are an obstacle for Muhammadiyah's Islamic Education. Because everything is based on technology, all information is easy to get through digitally, which has positive and negative impacts. The negative effect is more dominant, so the progressivism of Muhammadiyah's Islamic Education becomes necessary for education providers. The research aims to explore the existence of Muhammadiyah's Islamic Education in facing the Alpha generation and the era of Society 5.0. In this study, the authors used a qualitative method of library research. Journals, articles, books, and other relevant information can support this article's data as a source. The results showed that the existence of Muhammadiyah's Islamic Education in the generation Alpha and the era Society 5.0 was pursued by innovating technology-based learning and lecture programs such as the eduMu, edutabMu, ISMUBAKU and SiberMu University and Trensains schools.

The Concept of Child Education in the Qur'an: A Study of Ibn Kathir's and Hamka's Perspectives on Surah Luqman, Verses 13-19

Muallimah^{1*}, Yusuf², Asman³, Harmitha⁴
^{1,2,3,4}universitas Muhammadiyah Kendari

Education in children is increasingly worrying, based on KPAI data 226 cases of violence committed by school-age children. Thus it will continue to undermine the morality of children who go through the world of education. This study aims to analyze and explain the concept of child education in the Quran by examining the views of Ibn Katsir and Hamka in surah Luqman verses 13-19. As well as explaining how this concept becomes one of the alternatives in solving problems in education. The research method used in this research is library research (literature study). This research data consists of primary and secondary data. Primary data sources of this research are referred to the works of Ibn Katsir and Hamka such as tafsir Ibn Katsir and tafsir Al Azhar. While secondary data is obtained from scientific journals that reveal the concept of child education in surah Luqman by examining the thoughts of Ibn Katsir and Hamka. Data processing and analysis techniques are done by content analysis. The results of this study indicate that the concept of child education in the Quran: a study of the views of Ibn Katsir and Hamka in surah Luqman verses 13-19 there are four points. Namely, first aqidah/tauhid education, second Ahklak/grateful education, third worship education/ahklak to parents and fourth social education/manners in socializing. These four points can be used as a reference in the implementation of education.

The Labyrinth of The Iron Cage of Educational Capitalism: The Reflection of Siri Na Pacce In Strengthening Educational Leadership

Bernadetha Nadeak^{1*}, Halim Wiryadinata²

^{1,2}Universitas Kristen Indonesia

This study aims to demonstrate that the Indonesian local culture, Siri Na Pacce, becomes the construction of educational leadership in the era of educational capitalism. The Indonesian constitution upholds the availability of human resources to be educated for social change. The advancement of educational facilities creates inequality among human resources in accessing a better education. This inequality creates social reproduction through the educational system. The iron cage of the educational system chains the production of potential leaders for social change. The sociological method is conducted to analyze and evaluate the root of the problem to bring in the emic perspective. This method accesses books, articles, journals, and academic writing. This research aims to align local cultural values, Siri Na Pacce, to construct leadership values in generating an accessible educational system. To conclude, the construction of educational leadership is based on the solid value of Siri Na Pacce to build the character of being with others.

The Role of Education Administration in Management of Activities and Resources to Achieve Educational Objectives

Bintang R. Simbolon
Universitas Kristen Indonesia

Educational administration is one of the efforts to integrate existing activities and programs. This activity is interdependent with groups and individuals who have goals for educational purposes. Administration can be interpreted as the whole process of activities achieving goals efficiently with and through other people. Administrative goals according to Sergiovanni and Carver are seen into four basic goals that are emphasized in the world of education, namely creating production effectiveness, efficiency, adaptability, and produce job satisfaction which includes all elements in it. According to The Liang Gie there are several administrative elements, which include the existence of organization, management, communication, finance, supplies, staffing, administration, and public relations. These eight elements must exist in educational institutions, starting from elementary level to higher education. Administration in education that is orderly and regular is very necessary to improve the ability to manage educational effectiveness. In achieving this effectiveness, a minimum process is needed that includes organizational human behavior. This behavior can be expressed in the form of planning, execution, controlling and supervising administrative duties.

Effect of Organization Culture and Leadership Style for Lecturer Performance In Official Vocational College

Andrian Pratama¹, Muchlas Samani², and I Gusti Putu Asto Buditjahjanto³
^{1,2,3} Surabaya State University

This study aims to determine how much influence the leadership style and organizational culture have on lecturer performance of official vocational college. The population as well as the sample is 30 people. The analytical tool used is Structural Equation Modeling (SEM) with two independent variables, namely leadership style and organizational culture. Meanwhile, one dependent variable is lecturer performance. Data analysis techniques used the help of a computer application program Stata 15. The results showed the influence of organizational culture and leadership on management performance has an R-square value of 0.923. the influence of organizational culture on leadership has an R-square value of 0.813. Based on the results of the calculation, it can be concluded that that organizational culture has a significant effect on lecturer performance (P value=0.012), leadership style has a significant positive effect on lecturer performance (P value=0.008), and organizational culture has a significant positive effect on leadership style (P value=0.024).

Efficiency of Education Funds Management in Creating Investment in Human Capital

Dedy Achmad Kurniady^{1*}, Aan Komariah², Siti Nurlatifah³, Syifa Hanifa Salsabil⁴

^{1,2}UPI, ³Ma'soem University

This study was carried out motivated by the problem of managing education funds which has always been a problem in producing quality learning for students to have the expected knowledge and skills (investment in human capital). The purpose of this study is to produce an effective education financing strategy in supporting learning outcomes that are in line with the learning needs of students as an investment in human capital. The analysis of this study, using Desk Study, which allows researchers to collect information from various sources, namely relevant research results and articles, which focus on key concepts and important findings so as to gain a better understanding and gain different perspectives regarding the topic being researched, involving analysis and evaluation of related literature and documents. The results of this study obtained a strategy regarding the implementation of education fund management by implementing the KINDTSHIP strategy, which stands for: Collaborative, Innovative, Distributive, Transparency, Systematic, Holistic, and Procedural. In conclusion, implementing the right strategy can result in efficient management of funds to create students who have the knowledge and skills according to their needs.

The Influence of Teacher Professionalism and School Culture on Education Quality at Private Vocational High Schools In Indramayu

Rizki Satria Nugraha¹, Ipong Dekawati^{2*}

^{1,2}Universitas Wiralodra

Education is something that is needed by every individual to get a better quality of life. Through education one can gain a lot of goodness and prosperity in society. Because education is a necessity, its existence is crucial for individuals, society, and even nations and states. Such is the importance of the role of education in a country, quality education is a necessity. Many factors can encourage the improvement of the quality of education, including teacher professionalism and school culture. Therefore, the focus of this study is to determine and analyze the influence of teacher professionalism conditions and school culture on the quality of education both partial and multiple. The research method used was a descriptive and verificative method, with data collection techniques using Likert scale questionnaires, on 59 teachers. Processing of research results using regression analysis techniques. Test significance using F-test. The results showed that: (1) Teacher professionalism has a positive and significant effect on the quality of education; (2) School culture has a positive and significant effect on the quality of education; (3) Teacher professionalism and school culture simultaneously have a positive and significant effect on the quality of education. Departing from these conditions, the author suggests, that: (1) The condition of teacher professionalism is relatively good, but to improve the quality of education, teacher professionalism is considered necessary to develop itself through self-development, participation in various scientific forums, and habituation to comply with the teacher code of ethics in carrying out their work. Then enriched his duty experience in pursuing his career in education. For example, by being assigned as chairman of the committee to carry out activities and being involved in developing cooperation with the surrounding community facilitated by the school committee. (2) The condition of school culture is good, but to improve the quality of education, the dimension of school culture that still receives the lowest assessment, namely the dimension of norms, should be socialized, understood, and implemented various educational norms in life and social interaction at school. For example, increasing understanding and behaving positively towards internal school policies and government policies.

Implementation of Quality Management and Teacher Discipline and Its Impact on the Quality of Elementary School Student Learning

Ipong Dekawati¹, Wresni Pujiyati^{2*}, Magdalena Ika Antika³
^{1,2,3}Universitas Wiralodra

The quality of the learning process in elementary schools in the Cileuleuy cluster is considered not optimal. Based on initial observations made by researchers, it is suspected that this is caused by the low implementation of quality management and teacher discipline. Therefore, it is felt necessary to do research so that it can be tested for its truth. This study uses a survey method with a quantitative approach, as well as correlational and regression techniques. The data collection technique was through a Likert scale questionnaire to 57 respondents who were teachers at the Gugus Cileuleuy Elementary School, Cigugur District, Kuningan Regency. The results of the data analysis show that (1) the implementation of quality management has a significant impact on the quality of the student learning process, (2) teacher discipline has a significant impact on the quality of the student learning process, (3) the implementation of quality management and teacher discipline together have significant impact on the quality of the student learning process. In improving the quality management of the school principal, it is necessary to give priority to the implementation of the analysis of the strengths and weaknesses of the school. Increase teacher discipline by forming teacher vigilance in maintaining and maintaining the completeness of work. Maintain good cooperation so as to create a more conducive work environment.

The Influence of Student Stress Levels and Student's Mobile Technology Acceptance Levels on Student's Academic Performance

**I.G.P. Asto Buditjahjanto¹, Naim Rochmawati², Parama Diptya Widayaka³,
Dodik Arwin Dermawan⁴**

^{1,2,3,4}Universitas Negeri Surabaya

One way to measure education quality is to evaluate students' learning outcomes. Therefore, this study aims to determine the effect of student stress levels and mobile technology acceptance levels on their learning outcomes. This research method used two methods, namely the Chi-Square method and the correlation method. The Chi-Square method tests the following hypotheses: (a) is there a significant effect between student stress levels on their learning outcomes? (b) is there a significant effect between students' mobile technology acceptance level on their learning outcomes? Meanwhile, the correlation method used to test the hypothesis is as follows: (c) is there a significant correlation between the stress level of students on their learning outcomes? Moreover, (d) is there a significant correlation between students' mobile technology acceptance level on their learning outcomes?. The Chi-Square results for testing hypothesis (a) show that there is a significant influence between the stress level of students and student academic performance. The Chi-Square results for testing hypothesis (b) show no significant effect between the level of mobile technology acceptance and student academic performance. The correlation result for testing hypothesis (c) shows a significant negative correlation between student stress levels and academic performance. The correlation result for testing hypothesis (d) shows a significant positive correlation between the mobile technology acceptance level and students' academic performance.

The Aspects of Critical Thinking Toward Students' Psychomotor Skill in Learning of Microprocessor and Microcontroller Programming Techniques

I.G.P. Asto Buditjahjanto^{1*} , Mohammad Wildan Habibi², Edy Sulistiyo³
^{1,3}Universitas Negeri Surabaya, ²SMK KAL-1

This study aims to determine the effect of critical thinking aspects on students' psychomotor skills. Aspects of critical thinking include interpreting, planning, predicting, analyzing, evaluating, and decision-making. This research was applied to a microprocessor and microcontroller programming technique subject at a vocational higher school in Surabaya-Indonesia. The multiple linear regression method was chosen to analyze the effect of simultaneous and partial aspects of critical thinking on students' psychomotor skills. The results showed that there was a significant influence between aspects of critical thinking simultaneously on students' psychomotor skills. While partially, only the predicting aspect has a significant influence on students' psychomotor skills. For other aspects, there is no significant effect on students' psychomotor skills.

The Influence of Principal Managerial Skills and Teacher Performance on Learning Effectiveness In Network

Ipong Dekawati¹, Nunik Yudaningsih^{2*}, Euis Solehah³
^{1,2,3}Universitas Wiralodra

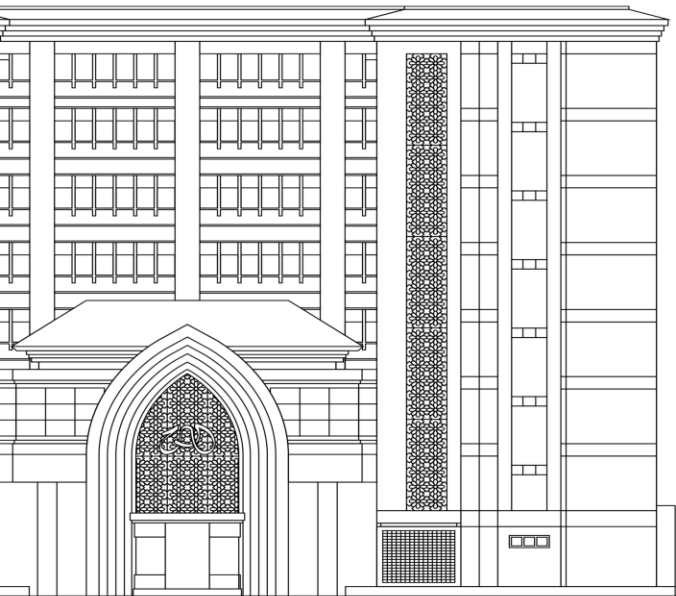
The development of information and communication technology in the Industrial 4.0 era has had a major influence on the teaching and learning process. The online learning system (in the network) is one of the learning methods currently used. However, based on the results of a survey conducted by researchers at several SD Gugus IV Jalaksana Kuningan, it was found that there were still stuttering in technology and information literacy experienced by some teachers, schools, parents and the students themselves. Therefore, it is necessary to do research to test the truth. This study aims to reveal the effect of principal managerial skills and teacher teaching performance on the effectiveness of online learning. This study uses a survey method with a quantitative approach, as well as correlational and regression techniques. Data collection technique through a Likert scale questionnaire to 55 respondents who are public elementary school teachers. The results of the data analysis show that (1) the managerial skills of school principals affect the effectiveness of online learning for public elementary school students, (2) the teaching performance of teachers influences the effectiveness of online learning for public elementary school students, (3) the managerial skills of school principals and teacher teaching performance as a whole simultaneously affect the effectiveness of online learning for public elementary school students. The form of advice given on research findings is to maximize the provision of facilities and infrastructure to support online learning, as well as provide training for teachers in improving skills in integrating technology in the learning process. It is recommended for teachers to deepen their knowledge and insights regarding student behavior and abilities related to self-regulated learning so that it can be integrated into the learning syntax.



iceliUAD
since 2019



How Effective is Experiential Learning in Entrepreneurship Education? A Review of The Concept and Its Application



Presented by :

Poppy Laksita Rini, SE., M.Sc.

Management Study Program

Universitas Ahmad Dahlan

Presented for :

ICELI 2023

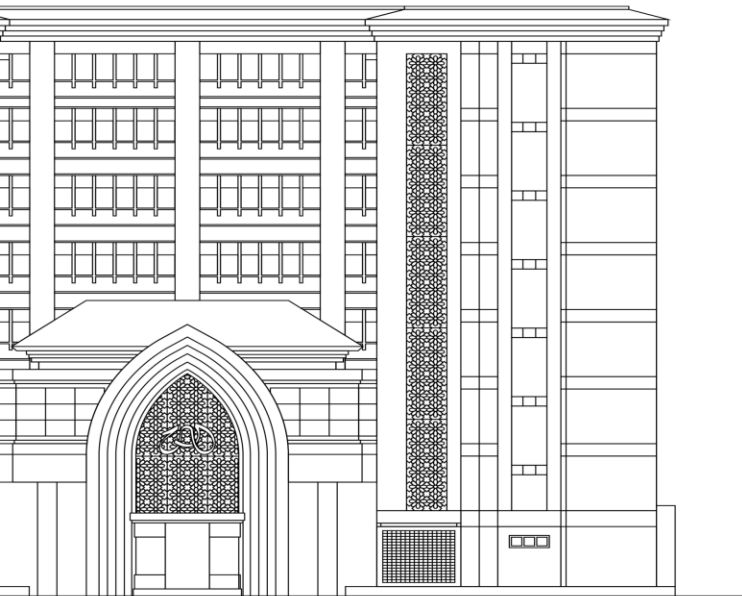
INTRODUCTION

- The doubts about how to effectively teach business to students at the undergraduate level are still remain, as the skills and competencies required for the business world are hardly achieved through traditional classroom instruction
- Despite the increasing demand of entrepreneurship education, studies have suggested that the practice of entrepreneurship education in Indonesian higher education has not been quite effective (Ghina, 2014; Larso et al., 2012).
- Inefficiencies include a lack of understanding of what is the right and proper method to teach and generate new entrepreneurs in Universities (e.g. Rumijati, 2017; Priyanto, 2012).
- This complexity of learning entrepreneurship requires students to be able to cope with an **environment of uncertainty**, so educators have a responsibility to contribute to the development of **skills in discovery, planning, and management, and also their planning and implementation of business idea** (Neck and Greene, 2011).

- As it is essential to the formation of skills, attitudes and skills to develop students' entrepreneurial spirit, teaching through experiential learning has been suggested (Nabi et al., 2017; Neck & Greene, 2011; Politis, 2005).
- The experiential learning theory developed by Kolb (2014) includes a knowledge-building process in which students **experience, reflect, think and act during the learning process.**



Purpose of the study :



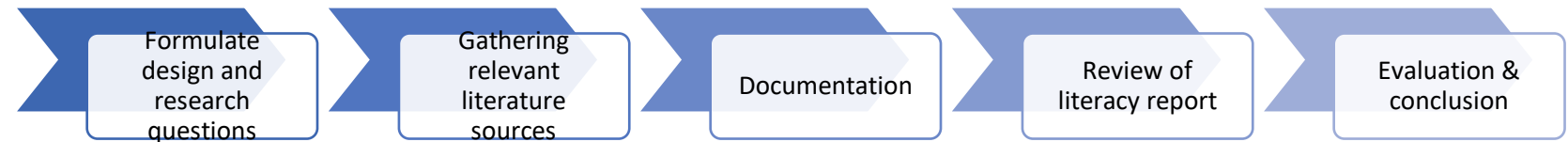
- Notwithstanding, the number of studies on entrepreneurship education at the University level in Indonesia is relatively limited.
- This study aims to **conduct a literature review on the application and assessment of experiential learning in entrepreneurship education in Indonesia.**



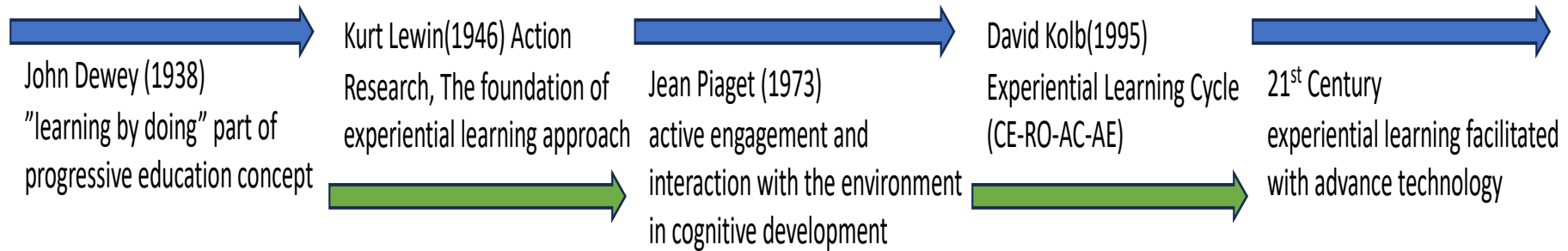
Methods

- Use literature review method to analyze the effectiveness of using ELS in implementing entrepreneurship development programs.
- This research was carried out by collecting relevant literature sources (approx. 60 articles), analyzing the content of the literature, and compiling the findings in the literature into a comprehensive understanding framework.

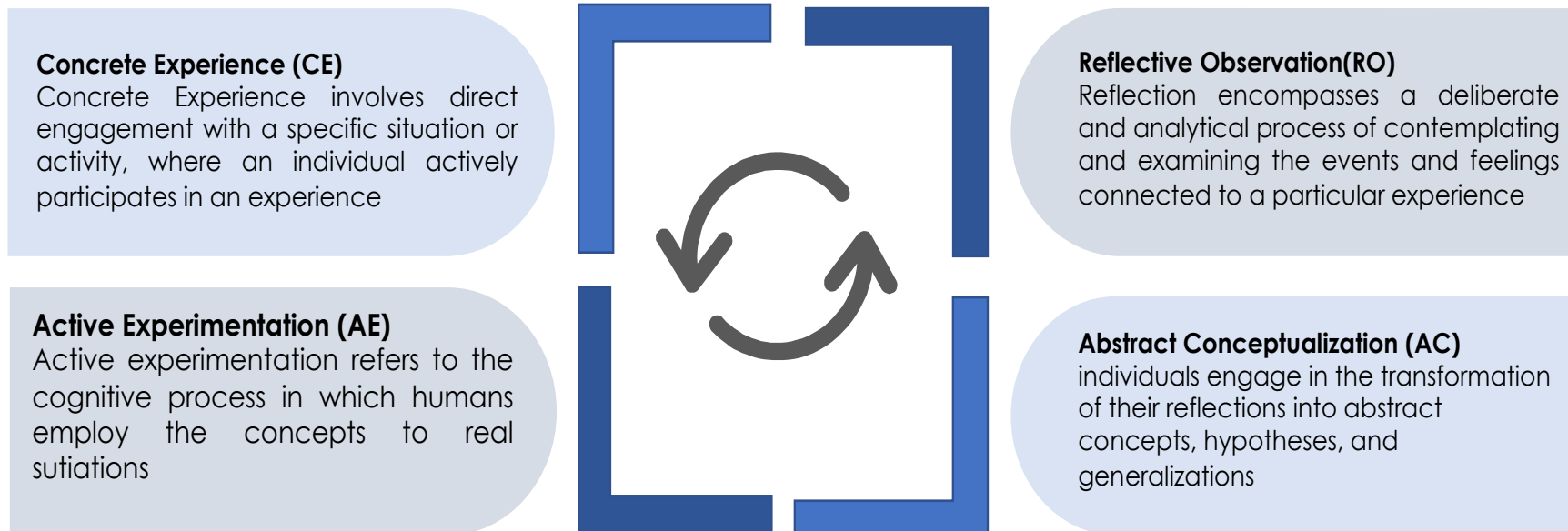
Methodological Process (McKillop et al, 2020)



Foundation of Experiential Learning



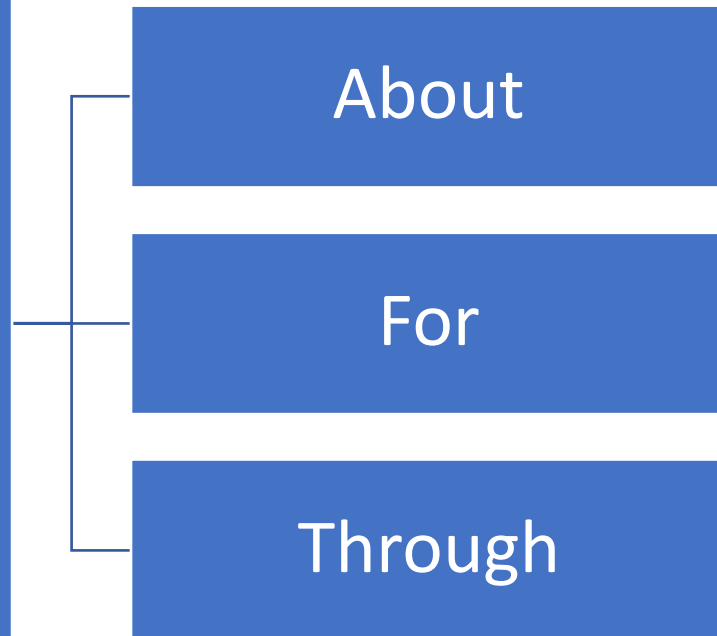
Experiential Learning Cycle (Kolb, 1995)



Author(s)	Title	Method	Findings(s)
Dhliwayo (2016)	Experiential learning in Entrepreneurship education:A prospective model for South African tertiary institutions	Conceptual Research	appropriate experiential training can truly be integrated into entrepreneurship education in South Africa as in disciplines such as engineering or nursing
Sakariyau and Zubairu (2015)	Experiential learning in entrepreneurship education: A case Of CEFE methodology in Federal University Of Technology Minna, Nigeria	Qualitative Interview	with the trainers for entrepreneurship subjects had a very positive experience using the CEFE methodology over these seven years
Bell and Bell (2020)	Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education	Paper review	The framework highlights that there is a place for objectivist approaches using behaviourism and cognitivism to provide the underpinning knowledge as part of an overall experiential learning process rooted in constructivism.
Ramsgaard (2020)	Experiential Learning Philosophies of Enterprise and Entrepreneurship Education	Paper review	Applying a one-size-fits-all learning philosophy in entrepreneurship education will result in the educator failing to include other meaningful learning approaches in his/her curriculum design and, by that, limiting the diversity of pedagogical activities and narrowing interplay, variation, and differentiation in the entrepreneurship classroom
Hockerts (2018)	The Effect of Experiential Social Entrepreneurship Education on Intention Formation in Students	Quantitative research	experiential social entrepreneurship education affects social entrepreneurial intentions and their antecedents. It shows that such education can affect intentions, social-entrepreneurial self-efficacy and perceived social support.
Sharlanova (2004)	EXPERIENTIAL LEARNING	Paper review	The Kolb’s experiential learning theory has a vast range of application, including helping students realise themselves, helping teachers become reflexive teachers, identifying learning styles of students, and development of key teacher’s skills.
Sukavejworakit et al. (2018)	OETEL: AN INNOVATIVE TEACHING MODEL FOR ENTREPRENEURSHIP EDUCATION	Experiment study	students who received OETEL produced the higher level of entrepreneurial intention comparing to the students who did not receive the treatment. This study shows how the entrepreneurship education with the application of experiential learning theory affects entrepreneurial intention on would-be entrepreneurs.
Koustas and Salehi (2021)	Entrepreneurship Education and Experiential Learning in Higher Education	Paper review	As HEIs design undergraduate and graduate programs in entrepreneurship, it is essential that the instructional themes (about/for/through) are distinguished and supported by respective learning outcomes
Amalia and Korfesch (2021)	Entrepreneurship education in Indonesian higher education: mapping literature from the Country’s perspective	Mapping literature review	major entrepreneurship education program provisions and implementation of contemporary entrepreneurship course contents and teaching methods in Indonesia are centralized in Java Island—Indonesia. Another notable finding is mentoring, the most recent and emerging entrepreneurial type in Indonesia to support more students’ learning engagement and independence, or education through entrepreneurship.
Sukardi and Wildan (2022)	Experiential Learning in Entrepreneurship Teaching: An Evaluation Based on importance Performance Analysis	Quantitative survey	with EL-based entrepreneurship teaching process did not meet respondents’ expectations. All EL components were fully implemented in entrepreneurship teaching. The components in active experimentation aspect are the lowest in implementation. All components in active experimentation and some in other components were categorized as an important aspect of entrepreneurship teaching whose learning achievement are still low
Mota and Galina (2023)	Experiential learning in entrepreneurship education: A systematic literature review	Systematic Literature Review	experiential learning has been recently used as an approach for entrepreneurial education as it contributes to a positive impact on entrepreneurial intention and to the development of entrepreneurial skills and competences

Entrepreneurship Education

Entrepreneurship Education (Pittaway & Edwards, 2012)



- The About type of entrepreneurship education is perhaps the most prevalent (Mwasalwiba, 2010), more traditional pedagogical practices such as teacher-oriented.
- The For type, this kind of entrepreneurship education tends to support students in managing entrepreneurial tasks, activities, and projects that enable them to develop the requisite competencies and skills Solomon et al. (2002).
- Last but not least, teaching entrepreneurship in through type refers to a process- and experiential-based method where students really go through the entrepreneurial learning process, yet under safer circumstances (Kyro, 2005; Hills, 1988).

EL Method for Entrepreneurship Learning Development

- The Experiential Learning System (ELS) is a recognised approach within the field of entrepreneurship education that has a substantial impact on the development and transformation of prospective entrepreneurs.
- It plays a crucial role in enabling these individuals to cultivate visionary leadership skills within the corporate environment.
- Educators play a multifaceted role that goes beyond traditional instruction, as they actively engage as collaborators in the entrepreneurial process.
- They provide support and guidance to entrepreneurs as they navigate through the unfamiliar and unpredictable terrain of uncertainty and discovery

Application of EL Method for Entrepreneurship Education : Developed vs Developing Country

Developed Country	Developing Country
Advanced Industry Engagement	Localized Problem Solving
Cutting-Edge Technology and Innovation	Micro-Enterprise Development
Startup Incubators and Accelerators	Resourceful Innovation
Global Perspective and Market Expansion	Social Entrepreneurship and Impact
Social Impact and Sustainability	Local Mentorship and Collaboration
Research-Driven Innovation	Cultural Heritage and Tourism
Interdisciplinary Collaboration	Mobile and Digital Innovation
Digital and Virtual Experiences	Public-Private Partnerships
	Economic Diversification

EL Method in Entrepreneurship Learning Development in Indonesia

- Experiential learning has become increasingly popular in Indonesian entrepreneurship education at the higher education level (Amalia & Korflesch, 2021).
- Examples of experiential learning include mentoring and experiment-based learning at National Malang University, which involves group activities in a "mini-market" setting, and experiential-project-based learning at Ciputra University, which encourages personal selling, developing entrepreneurial ideas, acquiring feedback, and preparing statements into reality.

EL Method in Entrepreneurship Learning Development in Indonesia

- In Indonesian entrepreneurship education, integrating various internal and external dimensions of universities can enhance its effectiveness.
- This can be achieved by formulating internal and external support, such as effective curriculum design, teaching methods, and facilities. (Amalia & Korflesch, 2021) also developed a systematic framework to portray and evaluate entrepreneurial learning within a university context, focusing on the relationships between key stakeholders (students, lecturers, and institutions) and their essential aspects, such as ability, opportunity, and incentive for students entrepreneurship.

CONCLUSION

- Experiential learning (EL) has a long history that spans several educational ideas and methodologies.
- Each stage of EL contributes to the overall learning experience.
- Although EL is being used in entrepreneurship education, the fact is that the majority of the course material is still taught in a theoretical and traditional manner (teacher-centered learning), which is ineffective for entrepreneurship education.
- Therefore, the learning strategy should emphasize experience learning more. The experiential learning approach will surely be advantageous to both students and teachers.
- The Experiential Learning System (ELS) method for entrepreneurship learning development assumes a specific form in the context of a developed country, taking advantage of the sophisticated resources, infrastructure, and ecosystem accessible in such settings.
- This approach acts as a potent catalyst, fostering the emergence of a new breed of entrepreneurs who are not just knowledgeable in theory but also skilled in putting that knowledge to use in the challenging environment of industrialized nations.
- For future agenda, the implementation of Experiential Learning in Entrepreneurship Education could be developed with the interdisciplinary integration (engineering, health, art, and science) practice, implement the usage of technology and AI, and drive the business mission into social entrepreneurship.

REFERENCES

- Ahmed, T., Chandran, V. G. R., Klobas, J. E., Liñán, F., & Kokkalis, P. (2020). Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *The International Journal of Management Education*, 18(1).
- Amalia, R. T., & von Korfflesch, H. F. (2021). Entrepreneurship education in Indonesian higher education: mapping literature from the Country's perspective. *Entrepreneurship Education*, 4, 291-333.
- Awaysheh, A., & Bonfiglio, D. (2017). Leveraging Experiential Learning to Incorporate Social Entrepreneurship in MBA Programs: A Case Study. *The International Journal of Management Education*, 15(2), 332-349.
- Barab, S.A. et al. (2002): Smart People or Smart Contexts? Cognition, Ability and Talent Development in an Age of Situated Approaches to Knowing and Learning. In: *Educational Psychologist*, 3(3), 165-182.
- Bell, R., & Bell, H. (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, 27(6), 987-1004.
- Canziani, B. & Welsh, D. & Hsieh, Y. & Tullar, W. (2015). What pedagogical methods impact students' entrepreneurial propensity? *Journal of Small Business Strategy*, 25(2), 97-113.
- Carland, J. C., & Carland, J. W. (2001). Entrepreneurship education: An integrated approach using an experiential learning paradigm. *Entrepreneurship education: A global view*, 94-103.
- Cervantes-Guzmán, J. N. (2021). Development of Entrepreneurship in Universities. *International Journal of E-Entrepreneurship and Innovation (IJEI)*, 11(2), 32-48.
- Cope, J. (2005). Toward a dynamic learning perspective of entrepreneurship. *Entrepreneurship Theory and Practice*, 29(4), 373-397.
- Dhliwayo, S. (2008). Experiential learning in entrepreneurship education: A prospective model for South African tertiary institutions. *Education+ training*, 50(4), 329-340.

REFERENCES

- Ferreira, C. C. (2020). Experiential learning Theory and Hybrid Entrepreneurship: Factors Influencing the Transition to Full-Time Entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, 26(8), 1845-1863.
- Fromm, J., Radianti, J., Wehking, C., Stieglitz, S., Majchrzak, T. A., & Brocke, J. V. (2021). More Than Experience?—On The Unique Opportunities of Virtual Reality to Afford a Holistic Experiential Learning Cycle. *The Internet and Higher Education*, 50, 100804.
- Ghina, A. (2014). Effectiveness of entrepreneurship education in higher education institutions. *Procedia Social and Behavioral Sciences*, 115, 332–345.
- Ghobril, A. N., Baker, D., Rokop, N. & Carlson, C. R. (2020). Beyond entrepreneurship courses: Strategy, structure, and processes at Illinois Tech to become an entrepreneurial university. *Iberoamerican Journal of Entrepreneurship and Small Business*, 9(1), 42-76.
- Gibb, A. (2002). In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: Creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 233–269.
- Healey, M. & Jenkins, A. (2000). Kolb's experiential learning theory and its application in geography in higher education. *Journal of Geography*, 99(5), 185-195.
- Hills, G. E. (1988). Variations in University entrepreneurship education: An empirical study of an evolving field. *Journal of Business Venturing*, 3(2), 109–122.
- Hockerts, K. (2018). The effect of experiential social entrepreneurship education on intention formation in students. *Journal of Social Entrepreneurship*, 9(3), 234-256.
- Karia M., Bathula H., Abbott M. (2015) An Experiential Learning Approach to Teaching Business Planning: Connecting Students to the Real World. *Exploring Learning & Teaching in Higher Education*, 123-144.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

REFERENCES

- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kolb, D. A., & Kolb, A. Y. (2017). Experiential learning theory as a guide for experiential educators in higher education. *ELTHE: A Journal for Engaged Educators*, 1(1), 7-44.
- Koustas, S. N., & Shahidi Salehi, E. (2021). Entrepreneurship Education and Experiential Learning in Higher Education. *Experiential Learning & Teaching in Higher Education*, 4(1), 34-48.
- Kyro, P. (2005). A theoretical framework for teaching and learning entrepreneurship. *International Journal of Business and Globalisation*, 2(1), 39.
- Larso, D., Saphiranti, D., & Wulansari, A. (2012). Educating technology-based entrepreneurs: The development of an MBA Program in Creative and Cultural Entrepreneurship. In *2012 Proceedings of Portland international center for management of engineering and technology: Technology management for emerging technologies, PICMET'12* (pp. 879–884).
- Lindberg, E., Bohman, H., & Hultén, P. (2017). Methods to enhance students' entrepreneurial mindset: a Swedish example. *European Journal of Training and Development*, 41(5), 450-466.
- Losapio, S. & Koustas, S. (2017). Munchiez food truck: Entrepreneurship, strategic decision making, and sustainability.
- Mandel, R & Noyes, E (2016). *Survey of experiential entrepreneurship education offering among top undergraduate entrepreneurship programs*. Emerald Group Publishing Limited.
- Manimala, M. J., & Thomas, P. (2017). Entrepreneurship Education: Innovations and Best Practices. *Entrepreneurship Education*, 3-53.
- Mansoori, Y. (2017). Enacting the Lean Startup Methodology: The Role of Vicarious and Experiential Learning Processes. *International Journal of Entrepreneurial Behavior & Research*, 23(5), 812-838.

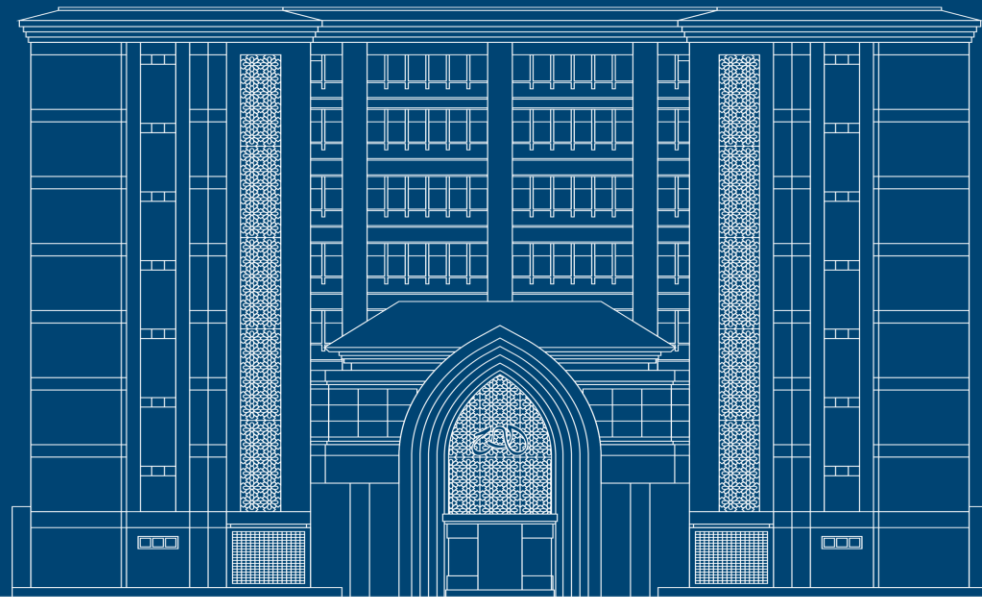
REFERENCES

- Mason, C., & Arshed, N. (2013). Teaching Entrepreneurship to University Students Through Experiential Learning: A Case Study. *Industry and Higher Education*, 27(6), 449-463.
- Meyers, C. & Jones, T.B. (1993). *Promoting active learning*. Jossey Bass.
- Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, 19(1), 54-72.
- Morris, T. H. & König, P. D. (2021). Self-Directed Experiential Learning to Meet EverChanging Entrepreneurship Demands. *Education + Training*, 63(1), 23-49.
- Motta, V. F., & Galina, S. V. R. (2023). Experiential learning in entrepreneurship education: A systematic literature review. *Teaching and Teacher Education*, 121, 103919.
- Mwasalwiba, E. S. (2010). Entrepreneurship education: A review of its objectives, teaching methods, and impact indicators. *Education Training*, 52(1), 20-47.
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of management learning & education*, 16(2), 277-299.
- Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: known worlds and new frontiers. *Journal of small business management*, 49(1), 55-70.
- Othman, N., Hashim, N., & Ab Wahid, H. (2012). Readiness towards entrepreneurship education: Students and Malaysian universities. *Education+ Training*, 54(8/9), 697-708.
- Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, 25(5), 479-510.

REFERENCES

- Pittaway, L., & Edwards, C. (2012). Assessment: Examining practice in entrepreneurship education. *Education Training*, 54(8), 778–800.
- Pittaway, L., & Hannon, P. (2008). Institutional strategies for developing enterprise education: A review of some concepts and models. *Journal of Small Business and Enterprise Development*, 15(1), 202–226.
- Politis, D. (2005). The process of entrepreneurial learning: A conceptual framework. *Entrepreneurship theory and practice*, 29(4), 399-424.
- Priyanto, H. S. (2012). Entrepreneurial and vocational learning in entrepreneurship education: Indonesian Non formal education perspective. *Basic Research Journal of Business Management and Accounts*, 1(2), 30–36.
- Rae, D. (2006). Entrepreneurial learning: A conceptual framework for technology-based enterprise. *Technology Analysis and Strategic Management*, 18(1), 39–56.
- Ramsgaard, M. B. (2018). Experiential learning philosophies of enterprise and entrepreneurship education. *Experiential Learning for Entrepreneurship: Theoretical and Practical Perspectives on Enterprise Education*, 3-18.
- Rumijati, A. (2017). *Laporan Penelitian-Dikti "Pengembangan Model Pendidikan Kewirausahaan di Perguruan Tinggi Islam Melalui Konsep Inkubasi Bisnis sebagai Upaya Meningkatkan Kompetensi Kelulusan*. Perpustakaan Universitas Indonesia.
- Sharlanova, V. (2004). Experience learning. *Trakia Journal of Sciences*, 2(4), 36-39.
- Sharlanova, V. (2004). Experiential learning. *Trakia Journal of Sciences*, 2(4), 36-39.
- Sheikh, M. J. (2015, November). Experiential learning in entrepreneurship education: A case Of CEFE methodology in Federal University of Technology Minna, Nigeria. *Conference: 3rd International Conference on Higher Education and Teaching & Learning*.

MATUR NUWUN



TOUGH, ORGANIZATIONAL, PROFESSIONAL, SPIRITUAL

UAD.AC.ID